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ABSTRACT

The purpose of the planning process at Catonsville Community College (CCC) in Maryland is to improve communication and decision making within the organization, to capitalize on the diverse talents and skills of the faculty and staff, and to use the limited resources of the college in ways that best fulfill the institution's mission. The five major steps in the planning process are: information gathering, identifying trends affecting CCC, setting goals and objectives, relating planning to the budget, and reporting outcomes. This five-part 1990-91 planning report for CCC describes the planning process; reviews the committees and personnel involved in the process; presents the planning agenda; examines 10 trends affecting the college and lists the college's goals for addressing these trends; and describes CCC's objectives for 1990-91 in the areas of administration, affirmative action, continuing education, planning and development, the president's staff, student services, and instruction. For each of these categories, the related trends and goals from the preceding section are identified. Among the college's 1990-91 objectives are the following: (1) develop partnership with business and industry; (2) engage in proactive recruitment of underrepresented groups among the faculty; (3) enlarge the Adult Basic Education program and include low levels of literacy; (4) evaluate the image of the college in the community; (5) design and implement new staff development programs; (6) expand the 2 + 2 program to all public feeder schools; (7) develop self-paced, open-entry/open-exit, competency based programs; and (8) employ team teaching approaches whenever possible. (PAA)

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ED327228

Catonsville Community College 1990 - '91

Plans

Mary Ellen Duncan
Dean of Planning and Development

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INTRODUCTION

Many colleges and universities struggle with devising a planning process which helps the institution focus its energies in our complex environment.

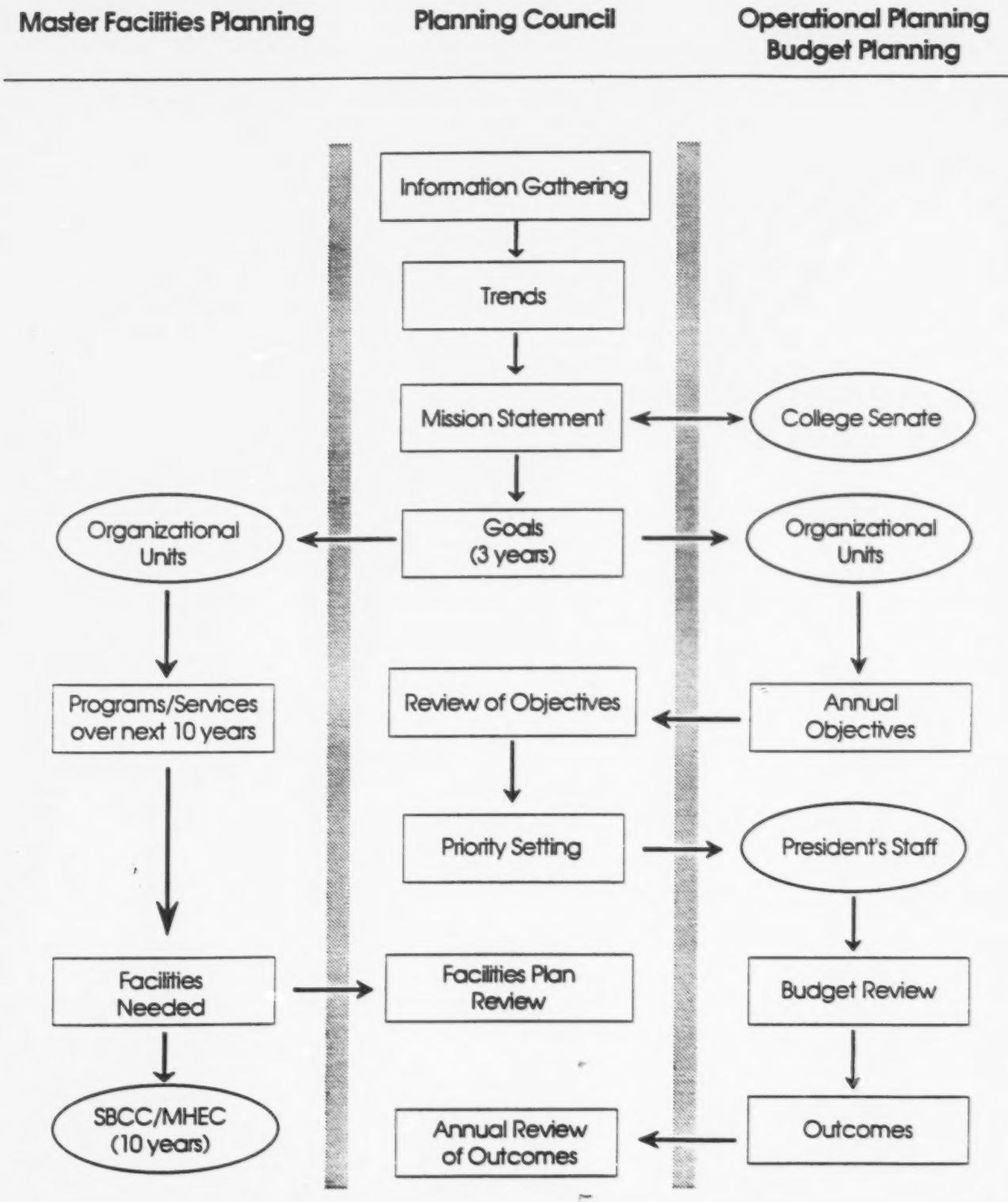
Catonsville Community College has gone through a number of processes over the years. This new process, which is carefully and slowly evolving, is designed to capitalize on the strengths of the college and to determine the major planning directions the college should take. The major directions or goals developed through the planning process will provide focus for the organizational units as they do day-to-day planning. A real challenge for the Planning Council will be to develop priorities which will drive budget decisions.

Planning is important in all organizations and under all conditions. Becoming good planners requires effort and skill. The Planning Council which is representative of existing decision-making groups on campus is expending effort and developing skills. As we become more effective planners, we will be better prepared to carry out Catonsville Community College's mission in this community.

Mary Ellen Duncan
Dean of Planning and Development

Catonsville Community College

Planning Process



CATONSVILLE COMMUNITY COLLEGE
PLANNING PROCESS

The purpose of the **planning process** at Catonsville Community College is to improve communication and decision making in this complex organization, capitalize on the diverse talents and skills of the faculty and staff, and use the limited resources in ways that best carry out the mission of the College. The planning process encompasses strategies on long-range planning and operational (day-to-day) planning. All functions and levels of the College are involved in one or both aspects of planning. Change is not an event; it is a process.

One important component of the planning process is the **Planning Council.** The Planning Council, a selected representative group, focuses on strategic planning. The functions of the Planning Council are:

* analyze trends and internal and external environmental conditions
* clarify and refine the mission statement
* develop goals
* review objectives related to goals that are developed by functional areas
* develop recommendations for complex challenges that cut across functional units
* develop recommendations for funding priorities for items outside ordinary operational functions

Planning Council Membership

By providing the core direction for college planning and budgeting, the Planning Council advises the President's Staff and the President. The chair of the Planning Council is the Dean of Planning and Development. Members of the Planning Council include the President, Deans, President of the Senate, Chair of the Computing Committee, Chair of the Marketing Committee, Chair of Educational Programs Committee, Chair of Professional Affairs Committee, Chair of Student and Community Affairs Committee, Chair of Instruction and Academic Standards Committee, Executive Director of Carroll Community College, Assistant to the Planning and Development Office, Associate Dean for Career Programs, Continuing Education and Community Services, Chair of the Budget Planning and Review Committee, Associate Dean for Liberal Education and Learning Services, one representative from the Board of Trustees, classified staff, and the instructional faculty. Five at-large members will be selected by the President of the Senate in consultation with the officers of the Senate. The SGA will also appoint a representative. Two additional at-large members may be appointed by the President's Staff if necessary to maintain balance and representation.

The chair of the Planning Council will report on the Council's work before the College Senate at least once per academic year. Minutes will be made of Planning Council meetings and distributed to the Deans and budget unit heads.

THE PLANNING PROCESS

Step One - Information Gathering

The Planning and Development Office will take the responsibility for information gathering. This will take various forms:

1. Synthesis of facts and reports developed and gathered by the Office of Institutional Research (annually).

2. Development of an environmental scan with internal and external input (on-going).

3. Development of a Delphi-type instrument or process to identify trends (every three years).

Step Two - Identifying the Trends Which Affect CCC and Setting Goals

At a retreat of the Planning Council and the budget unit heads, the most salient trends which are most likely to impact the College will be identified (every three years, and revised annually).

Other functions of the Planning Council include:

* Develops goals after identifying trends (every three years and update annually).

* Develops and approves mission statement and send to College Senate for approval and to Board of Trustees (mission statement as defined by MHEC).

* Reviews objectives related to goals developed by functional units; suggest objectives to functional units; suggest objectives to be addressed by more than one functional unit (annually).

* Forms ad hoc groups to address complex problems faced by the College, e.g. meet new accreditation criterion, develop facilities master plan, etc.

* Reports annually the outcomes of the College's planning efforts.

* Evaluates annually the effectiveness of the planning process and makes recommendations to the President's Staff for approval.

* Develops recommendations for funding priorities for the President's Staff for items outside ordinary operational functions (in January and May).

* Keeps College focused on "big picture" planning.

The Planning Council will not replace the functional units' responsibility for operational planning but will provide overall

direction by goal-setting and reviewing objectives and suggesting objectives where there are gaps.

The Planning Council meets monthly except July and August and except months where there are retreats. Retreats are held in conjunction with the budget units heads.

Step Three - Setting the Objectives

The functional units, supervised by the Deans, will be responsible for setting objectives related to the goals and reporting these objectives back to the Planning Council for their suggestions and recommendations.

The functional units should be ready to present their objectives for the following year at a retreat of the Planning Council and the budget unit heads. At that retreat, additional objectives may be suggested and objectives to be shared by functional units may be recommended.

The functional units:

* develop objectives based on goals
* implement objectives
* report on progress

Step Four - Relating Planning to The Budget

Budget development takes place in the fall for the following academic year. However, broad budget figures are calculated by using enrollment projections, FTE contributions from the State, and the M.A.R.C. issued by the County. The actual budget will not be approved until June prior to the academic year beginning in July.

Rather than build an unrealistic budget from the bottom-up, the Deans should be prepared at the beginning of July to take the objectives of the functional units and the priorities established by the Planning Council and revise budgets to reflect this information. Because the planning cycle is ongoing, unmet needs will always be documented and ready to incorporate into budget planning at the front-end, and can also be addressed at other critical times: (1) when annual budget is "official", (2) at mid-year, and (3) at year end.

Step Five - Reporting Outcomes

At the end of each academic year the Planning Council and the Budget Unit Heads should review the outcomes of the objectives and progress toward the goals. This information should also become part of the College's Annual Report published in the fall.

The Major Players
The Planning Process

Group	Responsibility
Planning and Development Unit	Coordinates planning process Dean serves as chair of the Planning Council Does pre-planning work information gathering
Budget Unit Heads	Set objectives with Deans Participate with Planning Council on retreat to set goals, etc. Keep focus on day-to-day planning and functioning of the organization
President's Staff	Approves changes in planning process Approves recommendations of objectives and budget priorities Approves appointments to Planning Council
Deans	Set objectives related to goals Reallocate money based on objectives and priorities
Planning Council	After analyzing trends, develops goals (three-year cycle) Develops mission statement for MHEC (Mission statement approved by College Senate) Reviews objectives related to goals developed by functional areas Develops recommendations to complex challenges that cut across functional units Develops priorities among objectives which require funding and make recommendations to the President's Staff Keeps College focused on "big picture" planning
College Senate	Reviews mission statement and performance accountability plan Hears annual report from Dean of Planning and Development on planning Appoints representatives to Planning Council
Environmental Scan Comm.	Monitors environmental conditions Synthesizes information Formulates trends which will impact the College Makes recommendations regarding new or changing trends and emerging issues

Revised 1/15/91

The College's Planners

1. Ron Abe
2. Bobbie Arnett
3. Frank Babcock
4. Jim Bruns
5. Mike Carey
6. Ginny Carson
7. Glen Chambers
8. Vince Coleianne
9. George Collins
10. Dot Colvin
11. Barbara Drenner
12. Mary Ellen Duncan
13. Brad Ebersole
14. Linda Emmerich
15. Bruce Estep
16. Ann Freed
17. Margaret Gilbert
18. Leroy Giles
19. Frank Gladsky
20. Ric Glenn
21. Ginny Goble
22. Mariano Gonzalez
23. Suzie Hill
24. Mary Hines
25. Ruth Ingrassia
26. Dave Jeffrey
27. Pat Johnson
28. Septimus KaiKai
29. Gary Keedy
30. Bob Keefer
31. Wally Knapp
32. Joel Lapin
33. James Linksz
34. Donna Linksz
35. Ron Liss
36. Don Lochary
37. Gene Loflin
38. Jerry Lovick
39. Bob Lynch
40. Tony Mammarella
41. Tim McDonald
42. Ed McEvoy
43. Karen Merkle
44. Edna Michel-Moyer
45. Fran Mickel
46. Ann Miller
47. Chris O'Kane
48. Faye Pappalardo
49. Steve Pillsbury
50. Bonnie Preston
52. Ken Rhoades
53. Bill Rice
54. Bob Sawyer
55. Alan Schumann
56. Larry Skane
57. John Sneed
58. Judy Snyder
59. Bob Sopka
60. Rosemary Straub
61. Connie Szczech
62. Ardell Terry
63. Charlie Vlk
64. Bill Wade
65. Frederick Walsh
66. John Walstrum
67. Pat Ward
68. Ann Weber
69. Walt Weber
70. Harriet Zlotowitz

1990-91
Planning Council
Work Agenda

October 3 AF 302 2:30 p.m.	Review outcomes of August retreat Review changes in Planning Process Approve Planning Council Work Agenda for 90-91 Present objectives from functional units Form ad hoc committees to assist with Master Facilities Plan
November 7 AF 302 2:30 p.m.	Review and approve functional unit objectives Report - Institutional Assessment Committee Review Marketing Plan 90-91 Review Resource Development Plan 90-91 Review Staff Development Plan 90-91
December 5 AF 302 2:30 p.m.	Deans submit budget priorities for 90-91, not covered by operational budget and related goals and objectives, and 1991-92 budget request to Budget Planning and Review Committee for review Review Master Facilities Plan Approve Marketing Plan 90-91 Approve Resource Development Plan 90-91 Approve Staff Development Plan 90-91
January 9	Retreat Day - Planning Council and Budget Unit Heads * review budget priorities * review trends and set goals for 91-92 Review of Master Facilities Plan
February 6 AF 302 2:30 p.m.	Approve revised trends and goals Deans send to budget unit heads for objectives to be developed for 91-92 Review of Master Facilities Plan
March 6 AF 302 2:30 p.m.	Functional units prepare objectives (optional meeting of Planning Council)
April 3 AF 302 2:30 p.m.	Functional units prepare objectives Report - Institutional Assessment Committee
May 1 AF 302 2:30 p.m.	Planning Council reviews budget priorities for year-end spending related to strategic planning
June 14	Retreat Day - Planning Council and Budget Unit Heads * review functional unit objectives 91-92 * report on outcomes for 90-91 objectives * set agenda for 91-92 for Planning Council
July 1, 1991	Planning & Development Unit prepares Planning Council notebooks for 91-92 and planning document for College (presented at August faculty meeting)

TRENDS

The Planning and Development Office shall seek additional funding from public and private sources to fulfill the ojectives for all of the following goals which result from the stated trends.

Trend 1 - The College will enroll increasing numbers of students requiring remedial work and increasing numbers of highly able students, resulting in a greater diversity of the student body.

Goal 1

Clarify the College's mission with regard to a diverse population.

Goal 2

Implement an improved and expanded assessment process which ensures accurate course placement for all students and which includes career goals and personal issues that influence academic progress.

Goal 3

Refine the advisement system so that it recognizes the needs of our student population and equips a designated group of advisors to respond to these needs.

Goal 4

Build more flexible instructional programs designed to meet more effectively the diverse needs of students in special populations.

Goal 5

Develop an integrated and coordinated retention process to address the problem of student attrition among the special populations.

Goal 6

Respond to the effects on faculty morale of the trend toward more remedial work.

Trend 2 - The college will depend more heavily on adjunct faculty.

Goal 1

To comply with Maryland Higher Education Commission's requirements regarding use of adjunct and full-time faculty:

Goal 2

To maintain continuously through college policy and practices a pool of qualified adjunct faculty in each discipline, in credit and non-credit classes, representative of the diverse student body and

in conformity with affirmative action guidelines.

Goal 3

To improve and implement a campus-wide plan for the evaluation of adjunct faculty which includes feedback for the improvement of instruction and which may affect decisions about re-hiring.

Goal 4

To compensate adjunct faculty competitively and meaningfully and acknowledge their contributions to the college.

Goal 5

To offer opportunities for faculty development in pedagogical/andragogical training, including discipline content, teaching methodology, and student learning

Goal 6

To integrate systematically adjunct faculty, from credit-free and credit classes, into the mainstream of college, divisional, and departmental life.

Trend 3 - Enrollments at the college are increasing. There is an increasing proportion of students enrolled in non-credit courses. There is also a trend for specialized and dedicated space usage for campus buildings.

Goal 1

Maximize space utilization.

Goal 2

Eliminate programs which have a high-cost and low community need.

Goal 3

Develop and increase the use of alternative educational delivery systems.

Goal 4

Minimize the fiscal impact of increased enrollments.

Goal 5

Provide adequate human resources to deal with increased

enrollments.

Trend 4 - There is an increasing minority population in the college's service area and a tendency for minorities to enroll in the college.

Goal 1

Make the success of the minority population a college priority.

Goal 2

Assist increased numbers of students that have unique financial needs which must be met to assure a successful experience at C.C.C.

Goal 3

Develop coordinated programs which support the enhancement of skills needed for success.

Goal 4

The college should assist students to overcome barriers to success in a collegiate environment.

Trend 5 - Changes in admission standards, mission, and roles of public colleges and universities will likely affect the College.

Goal 1

Lobby agencies, governing boards, and the legislative and executive branches at the State and local level so that their decisions will positively affect the College.

Goal 2

Change the perceptions, internal and external, of the community college as a second-class institution.

Goal 3

Develop a contingency plan to deal with increased and diverse enrollment and its many implications.

Goal 4

Focus the marketing effort on informing the public in making educated choices for their continuing education.

Goal 5

Explore better articulation agreements to facilitate student transfer.

Trend 6 - Colleges will face greater competition for public dollars as the population ages and other social issues demand more immediate response and resources.

Goal 1

Improve our competitive stance to obtain necessary funds.

Goal 2

Minimize the effects of the reduction in funds by delivering existing programs and services more efficiently and effectively and using current personnel more efficiently and effectively.

Trend 7 - There is a growing mismatch between the skill levels of the work force and the skill levels needed in jobs.

Goal 1

Formulate a process with evaluation instruments for measuring skill levels of graduates to determine if current graduates have the basic academic skills needed to maintain adaptability in the work place.

Goal 2

Evaluate existing programs/curricula in order to improve graduate's skills to match the technology needed in the work place.

Goal 3

Develop and implement a partnership between state and local government, business and industry and the College which addresses the growing mismatch between skill levels of the work force and skills needed in jobs.

Goal 4

Expand the College's assessment program to evaluate basic skills, communication skills and employment skills in the work place.

Goal 5

Broaden the Developmental Education Program to focus on developing

and implementing a work-place literacy program.

Trend 8 - Rapidly changing technology continues to affect employment and social institutions.

Goal 1

Research and develop new ways to respond to distance learning/working such as on-line courses, TV courses, and interactive video disks.

Goal 2

Evaluate effects of rapidly changing technology upon teaching-learning, including issues of access, time, and isolation of learner from group.

Goal 3

Protect student/faculty records when electronic data is centralized.

Goal 4

Address health related issues (treatment and cures) associated with new technologies.

Goal 5

Develop new courses reflecting changing technology.

Trend 9 - There is a decrease in positive attitudes toward supporting public community colleges by local government.

Goal 1

Improve the College's image among its many constituents.

Trend 10 - Community Colleges are increasingly called on to serve a student population affected by various social problems and to help students solve social problems.

Goal 1

Determine the appropriateness of the College's involvement in solving the social problems of students.

Goal 2

Establish liaisons between appropriate community-service agencies and the college.

Goal 3

Provide staff development programs to increase awareness, both on-campus and off-campus, of social problems affecting students.

Goal 4

Coordinate staff development programs with Marketing to promote college efforts in addressing specific issues/social problems.

1990-1991 OBJECTIVES

ADMINISTRATION

Trend 2, Goal 2, Objective 5

Use a central office on campus to prepare a college-wide advertisement for each semester to recruit for potential adjunct faculty in all disciplines.

Trend 3, Goal 4, Objective 1

Develop partnership with business and industry for privatization of new facilities.

Trend 5, Goal 3, Objective 8

Insure that internal services and facilities are able to handle increased enrollment.

AFFIRMATIVE ACTION

Trend 2, Goal 2, Objective 1

Submit annually demographic profiles of adjunct faculty in pool (gender, race, teaching experience).

Trend 2, Goal 2, Objective 2

Engage in proactive recruitment of under represented types of adjunct faculty, including retired persons.

Trend 2, Goal 2, Objective 3

Plan and execute systematically a defined non-discriminatory faculty selection process for adjuncts.

Trend 2, Goal 2, Objective 6

Continue minority fellowships/internships.

Trend 3, Goal 5, Objective 1

Increase the recruitment of a diverse workforce in order to best serve a diverse student body.

Trend 3, Goal 5, Objective 2

Determine the projected pool of qualified faculty and staff in areas of future demand.

Trend 3, Goal 5, Objective 3

Build a faculty/staff pool to meet the long-term needs of the college.

CONTINUING EDUCATION

Trend 3, Goal 2, Objective 2

Determine the cost and benefit of non-credit programs, eliminating programs which have a high cost, low community need, and small benefit to the college.

The objective must take into consideration the relative high cost of courses in the starting up phase of a program. Also, in addition to costs varying, income also varies among continuing education programs. Often, high cost continuing education courses have high income potential. In FY 91 the division will discuss the need for its 5 most expensive programs.

Trend 7, Goal 5, Objective 4

Enlarge the Adult Basic Education program and include low levels of literacy.

By July, 1991 the following Departments will concur on a plan and strategy to enlarge ABE education: Community Services (Fran Mickel), Business Industry Training (Nancy Renner), Occupational Training Center (George Collins), Apprentice Training (Don Lochary) and Developmental Education (Gene Loflin).

Trend 10, Goal 2, Objective 1

List community service agencies and social problems currently addressed by them.

We will provide the Planning Council with the Health and Welfare Council Community Service Listing (Fran Mickel). And we'll provide a listing of those agencies for which the CS/CE division has programs, and relationships (Ginny Goble).

PLANNING AND DEVELOPMENT

MARKETING

Trend 1, Goal 1, Objective 2

Praise the awareness on and off campus of the student populations and the services available to them.

Trend 4, Goal 2, Objective 1

Develop and implement a publicity campaign promoting minority scholarship opportunities.

Trend 4, Goal 4, Objective 2

Design a marketing strategy on and off campus to raise awareness about child care facilities.

Trend 5, Goal 2, Objective 1

Emphasize the success stories of community college graduates.

Trend 5, Goal 2, Objective 3

Emphasize our quality transfer program.

Trend 5, Goal 2, Objective 5

Evaluate the image of the college in the community.

Trend 5, Goal 4, Objective 3

Place stories with local media about opportunities available to CCC women in nontraditional careers.

Trend 5, Goal 4, Objective 4

Design information opportunities.

Trend 5, Goal 4, Objective 5

Use PR, media and publications to develop continuing education campaign.

Trend 6, Goal 1, Objective 7

Increase by 25% the promotion of the quality of our programs and services.

Trend 9, Goal 1, Objective 1

Improve media relations as outlined in the 89-90 marketing plan.

Trend 9, Goal 1, Objective 2

Develop a plan for CTV-20 as primary tool for developing a positive image of CCC in the community.

OFFICE OF INSTITUTIONAL RESEARCH

Trend 1, Goal 3, Objective 3

Characterize a profile of variables that determine academic success/failure.

Trend 1, Goal 5, Objective 3

Construct an ongoing research function to determine why students from special populations leave CCC.

Trend 4, Goal 1, Objective 1

Develop a profile of variables that affect the academic success of minority/international students.

Trend 4, Goal 3, Objective 2

Develop a profile of characteristics of students who require special educational skill development.

STAFF DEVELOPMENT

Trend 1, Goal 3, Objective 5

Provide staff development programs for cadre to serve advisement needs of special population students.

Trend 1, Goal 4, Objective 6

Offer staff development programs for all faculty on teaching the special population student.

Trend 1, Goal 6, Objective 1

Design and implement staff development programs on the role of dev. education.

Trend 2, Goal 5, Objective 1

Provide staff development programs on pedagogy, andragogy, and instructional technology.

Trend 4, Goal 1, Objective 3

Provide staff development programs for faculty/staff on minority/international awareness.

Trend 5, Goal 3, Objective 4

Increase staff development offerings in working effectively and with sensitivity with a culturally diverse student body.

Trend 6, Goal 1, Objective 8

Increase by 25% staff development for adjunct faculty.

Trend 6, Goal 2, Objective 1

Provide computer training for 5% of personnel.

Trend 6, Goal 2 Objective 5

Provide staff development programs in leadership.

Trend 10, Goal 3, Objective 1

Provide training for staff to improve existing services currently offered on campus.

Trend 10, Goal 3, Objective 2

Provide training for staff to identify and provide services for new social problems to be addressed with students.

CCC FOUNDATION

Trend 1, Goal 5,
Objective 4

Develop new sources of institutional of financial aid and scholarships for both developmental and honors students.

Trend 4, Goal 2, Objective 2

Explore the possibilities of earmarking certain funds or alumni dollars for academically outstanding minority students.

Trend 6, Goal 1, Objective 6

Increase by 25% faculty involvement with Foundation activities.

DEVELOPMENT

Trend 6, Goal 1, Objective 5

Increase by 5% each year the number of grant applications.

COMPUTER CENTER

Trend 8, Goal 3, Objective 1

Evaluate the current system of ensuring the security of records.

ALUMNI

Trend 9, Goal 1, Objective 1

Identify and mobilize alumni support.

PRESIDENT'S STAFF

Trend 3, Goal 1, Objective 1

Determine currently assigned space utilization including faculty office space.

Trend 3, Goal 4, Objective 2

Move programs to under-utilized campuses where feasible.

Trend 3, Goal 4, Objective 3

Adjust class scheduling to better utilize existing parking facilities.

Trend 3, Goal 4, Objective 4

Increase the availability of public transportation, parking and/or transportation alternatives as necessary.

Trend 5, Goal 1, Objective 1

Enlist the support of faculty and staff to lobby on behalf of the college by making them aware in a timely fashion of issues and legislation that might be of significant importance to them.

Trend 5, Goal 1, Objective 2

Use existing informal networks and political connections of faculty and staff to promote the Colleges.

Trend 5, Goal 1, Objective 3

Encourage the faculty and staff to attend meetings or become aware of workings of Board of Trustees and State Board of Community Colleges.

Trend 5, Goal 3, Objective 5

Increase minority hiring to reflect the composition of the student body.

Trend 6, Goal 1, Objective 2

Develop a College Liaison Office with adequate staff and funding to be our official lobby with local and state government.

Trend 6, Goal 1, Objective 3

Lobby our county delegation in Annapolis (primarily through informational briefings on the impact of funding decisions) to increase state operating and capital funding to community colleges.

Trend 6, Goal 1, Objective 4

Prepare an annual Baltimore County Community College's response to the County Executive's initiatives outlined within **Closest to the People.**

Trend 6, Goal 1, Objective 9

Increase by 10% each year the number of linkages with local and regional businesses and industry as well as professional/ trade associations and organizations.

STUDENT SERVICES

ADMISSIONS

Trend 5 Goal 2, Objective 1

Expand the 2 plus 2 program to all public feeder schools.

COUNSELING CENTER

Trend 1, Goal 2, Objective 3

Build a stronger early academic assessment program with appropriate intervention for students in Developmental Education courses.

Trend 1, Goal 5, Objective 1

Design an intervention that profiles high risk students and identifies negative behavior that intervenes with academic success.

Trend 1, Goal 2, Objective 2

Conduct an on-going evaluation program to examine the accuracy and effectiveness of the assessment/placement process and to ensure all testing devices and practices conform to accepted professional standards.

STUDENT LIFE

Trend 4, Goal 4, Objective 1

Develop a plan to provide an adequate child care facility.(Reassigned to Student Life Office from Dean of Students Office.)

Trend 4, Goal 1, Objective 4

Develop programs which help students understand the nature and expectations of a different and new setting, such as an open house program, an ambassadorship program, and a host family program.

FINANCIAL AID

Trend 4, Goal 2, Objective 4

Incorporate a financial management component into the courses such as ACH 101 and CAR 101, into a video series, into Cable 20 features, etc.

INSTRUCTION

Trend 1, Goal 4, Objective 1

Create an Adult Basic Education program for those students whose entry level skills in English, Reading and Mathematics preclude success within the current Developmental Education course structure.

Trend 1, Goal 4, Objective 4

Examine entry level skills, course content, and exit level criteria for existing courses and make revisions and additions as necessary.

Trend 1, Goal 4, Objective 5

Diversify the methods of testing and evaluating student progress in courses.

Trend 1, Goal 4, Objective 7

Develop self-paced, open entry/open exit, competency based programs as an alternative to traditional classroom instruction.

Trend 2, Goal 2, Objective 4

Implement an efficient but early schedule for hiring adjunct faculty.

Trend 2, Goal 3, Objective 2

Publicize and implement the evaluation policy and process.

Trend 2, Goal 3, Objective 3

Include peer-mentor, student self, and administrative inputs.

Trend 2, Goal 4, Objective 1

Seek salary increase commensurate with adjunct salaries in the Baltimore Metropolitan area.

Trend 2, Goal 4, Objective 5

Develop promotion policies that encourage a sustained relationship (based on longevity, quality, and load).

Trend 2, Goal 4, Objective 6

Reward newly-hired/inexperienced teachers with additional stipends for satisfactory attendance at faculty development programs.

Trend 2, Goal 4, Objective 7

Include adjunct faculty in the Outstanding Teaching Awards of the College Foundation.

Trend 2, Goal 4, Objective 8

Publicize accomplishments of adjunct faculty

Trend 2, Goal 5, Objective 2

Institute in every department/division a mentoring system for adjuncts wherever possible.

Trend 2, Goal 5, Objective 3

Use a system of class visitations, formal and informal, by adjunct faculty members to full-time faculty members' classes, or by full-time faculty members to adjunct faculty's classes.

Trend 2, Goal 5, Objective 4

Employ team teaching whenever possible

Trend 2, Goal 6, Objective 1

Effect meaningful communication via newsletters, the Adjunct

Faculty Handbook, and periodic meetings, particularly ones for college and discipline orientation.

Trend 2, Goal 6, Objective 2

Invite adjuncts to divisional/departmental and academic gatherings.

Trend 2, Goal 6, Objective 3

Provide equal support services to adjunct faculty, including office space, library privileges, recreational facilities, secretarial assistance, bookstore, counseling/student support services, mini-grants, etc.

Trend 2, Goal 6, Objective 4

Assign each adjunct faculty member a full-time faculty member to be a primary contact for information and advice.

Trend 3, Goal 1, Objective 2

Increase the current usage of instructional space to utilize classrooms to their fullest potential.

Trend 3, Goal 2, Objective 2

Determine the cost and benefit of non-credit programs, eliminating programs which have a high cost, low community need, and small benefit to the college.

Trend 7, Goal 5, Objective 4

Enlarge the Adult Basic Education program and include low levels of literacy.

Trend 8, Goal 1, Objective 1

Develop and deliver staff development programs that teach the use of (and possibly the preparation of) interactive video-disk technology, live TV, telecourse media/teleproduction management, instructional designs and other technologies.

ERIC Clearinghouse for Junior Colleges

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